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ABSTRACT

The Regional Continuing Education for Women Program (RCEWP), involving Temple University and four community colleges in the Philadelphia area, resulted in the establishment of programs and services at the community colleges to assist adults, particularly women, who are returning to college. It also meant the establishment of a model interinstitutional network for referrals, recruitment, programs, and services among the five cooperating institutions. The advantages of belonging to RCEWP are efficient dissemination of information in useful form; efficient sharing of material resources, increased contact among members, and awareness of other educators' ideas and of community resources; encouragement for professional growth; support and strategies for encouraging institutional change; efficient provision of community services; and a synergistic effect on the services available to adults. The program activities of the network focused on the professional development of educators and services for the community and students. Professional development activities included training seminars, programs and conferences on varied topics, such as program planning, assertiveness training, public speaking, and math anxieties. Community and student services included a women's day on campus, "Women at Work" (a workshop), "Job Rights for Working Women" (a panel), and "Tell-A-Woman" (a monthly newsletter). (This brief report concludes with highlights of the program activities from each of the five participating institutions.) (EM)

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A REPORT

TO

THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

ON

THE REGIONAL CONTINUING EDUCATION FOR WOMEN PROGRAM

This Report describes the activities of the Regional Continuing Education for Women Program during the period of July 1974 to June 1977. G007502359

A coordinated effort of
Five Educational Institutions
in the Delaware Valley:

Bucks County Community College
Community College of Philadelphia
Delaware County Community College
Montgomery County Community College
Temple University of the Commonwealth System of Higher Education

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PROGRESS REPORT

INTRODUCTION

The Regional Continuing Education for Women Program (RCEWP) has been operating since September 1974 under a grant from the Fund for The Improvement of Postsecondary Education. Its purpose is to assist adults who are or might become interested in further education for employment and self-fulfillment. Originally focused on the needs of adult women, the program has begun to address the educational needs of adult men.

The institutions which participate in RCEWP are Bucks County Community College, Community College of Philadelphia, Delaware County Community College, Montgomery County Community College and Temple University.

The office of Continuing Education for Women at Temple initiated RCEWP. Establishment of RCEWP meant the establishment of individual programs at the four community colleges and the establishment of a network among the four and the office of Continuing Education for Women (CEW) at Temple University. The network and the individual offices have been running well and fast from their inceptions.

One sign of the activity is that between October 1974 and June 1977 network members and staff have spoken to over 10,000 adults and provided individual counseling to over 9,000 women and men.

The short-term goals of the project are: (1) To develop a coordinated network for referrals, recruitment, programs and services among the five institutions; (2) To assist the cooperating institutions in developing services and programs for continuing education for women students; (3) To provide staff development and training to CEW-designated personnel at the cooperating institutions; and (4) To establish mechanisms to evaluate the effectiveness of the network's programs, services and training.

The long-term goals are: (1) To involve an increasingly higher percentage of the target population in the four-county area in continuing education; (2) To identify and widen channels of study, cooperative work education opportunities, and eventual career employment available to CEW students in this region; (3) To sustain and expand CEW programs and services at each of the cooperating institutions; and (4) To expand the coordinated network as a model for the six-state region.

This report explains some of the ways we have been meeting our goals. It stems both from our need to inform FIPSE about our activities and from our desire to share information with others working in similar positions, in order to encourage exchange and to stimulate:

1. Provision, as educational counselors, of increased services to adults, particularly women; and

2. Establishment of small group inter-institutional networks to encourage development of needed adult services.

BENEFITS OF THE NETWORK

We are aware that we have been provided a rare opportunity to experiment with an interinstitutional network. Besides the fact that interinstitutional networks and consortial arrangements are only recently increasing in number, our network has unique characteristics. Its size is unusually small (7 members, 5 institutions); it is a single-purpose group (focusing on meeting the needs of adults returning to college); contact among members is fairly frequent (through regular meetings and exchange over telephone and by mail); and its primary purpose for joining together was not that of saving money but rather to encourage establishment of needed services and increase the quality and quantity of existing services to adults. Furthermore, the offices at the four community colleges were begun with the beginning of the network itself, since all but the office at Temple was started with the initial grant from FIPSE in 1974.

For these reasons, we would like to share some of our experiences of the advantages of belonging to the RCEWP.

- Efficient dissemination of information in useful form

  Information can be exchanged in organized seminars (which form one part of scheduled meetings) or less formally. Seminar topics are self-generated; often seminars are led by a member of the group. They are therefore in direct response to needs. In addition to the formal seminars, members call on each other's expertise as needed. When outside espertise is desirable but costly, the group invites others to share expenses.

- Efficient sharing of material resources

  In addition to sharing information and expertise, members freely borrow materials for courses, programs and brochures from each other. Borrowing and adapting speeds the process of program development and often improves their quality.

- Increased contact among members and awareness of other educators' ideas and of community resources

  At each meeting, articles, brochures and other items of interest are exchanged to keep RCEWP current on recent developments. Members are aware of the value of maintaining contact with other institutions and organizations and of sharing with them, and of sharing their ideas with the network.

- Encouragement for professional growth

  Network meetings begin with informal reports about what is happening on each campus. In this way, the network provides examples for each member of what the other members are doing. Members receive encouragement for and evaluation of their new ideas. This inspires and provides examples and expertise for others in the group to begin similar projects.

- Support and strategies for encouraging institutional change

  Encouraging a college to become more responsibe to needs of adult learners is to serve as a change agent. While institutions require such changes, sustained attempts at change are often not rewarded. The network serves as the place where change agents gain support and evaluate strategies for creating change.

· Community service

As a group we can provide more efficient community service. We share information. A single member can serve on a board for all of us. Our ability to provide service is multiplied.

· Synergistic effect on services

Most important, the above benefits have a synergistic effect on the services available to adults, particularly women, in the Philadelphia area. The activities undertaken by the network jointly and on each individual campus demonstrate the value of the network in terms of action. Selected activities are summarized in the following pages.

ACTIVITIES OF THE NETWORK

1. Professional Development

Our professional development has been self-generated in response to immediate and long-range needs. Sometimes it took the form of informal exchange of information, frequently it was a half-day seminar conducted by one of us or an outside expert, and recently it has taken the form of more extensive conferences.

In general, our training seem to have gone through three phases. The first responded to our need for infromation: What is the current employment situation? What audiovisual resources are available? What financial aid is available? What are the new counseling techniques? We next developed training on program administration: managing a program, developing a budget, reaching the community. More recently, as our own knowledge has grown, we have become more interested in sharing our experiences with other educators and learning from them.

The following is a summary of the training seminars, programs and conferences held for ourselves and other professional educators. The programs are listed in chronological order, and unless otherwise stated, participants were network members and occassionally guests from the college holding the seminar.

Operation of a CEW office

The CEW office at Temple served as a possible model for adaptation. Supervisory staff explained their roles and services. They also presented information about liaison and cooperation with other campus services such as counseling and career services.

Program Planning

An educational planning consultant presented information on the planning and evaluation process. By developing plans for their own institutions within the context of the network during the seminar, coordinators applied learning to practical results.

Employment Opportunities for Mature Women

Five placement and career counselors from the network institutions presented information on job opportunities in the region and the results of a telephone survey of local employer attitudes toward employing mature women. In addition, the concerns of the mature female job applicant were discussed. This seminar heightened participants' awareness of the issues.

• Self-development Courses for Women

Four network coordinators and professional counselors from member institutions presented materials and outlines for approaches to assertiveness training, career exploration, transactional analysis and values clarification. Because counselors tend to adopt areas of specialization on their own campus and rerely engage in such detailed exchanges with others doing similar work, this workshop was very productive.

• Audiovisual Resources

Suggested as an outgrowth of the seminar on self-development courses, this session demonstrated some of the audiovisual products which can be employed in self-development courses. A slide show, two films and one tape addressed to adult women were presented. This seminar did not, however, make the tedious task of reviewing audiovisual resources any easier. Perhaps written and verbal presentations about materials are still the most effective way to familiarize counselors with available resources.

• Assertiveness Training

In a day-long workshop, Dr. Patricia Jakubowski presented techniques for leading assertiveness training groups to network members and other counselors.

• Financial Aid

Details of state and federal aid for adult women were discussed with a representative from Pennsylvania Higher Education Assistance Agency and financial aid officers from two institutions. Particular financial concerns of adult women were also discussed.

• Community Outreach

Helen Faust, Coordinator at Community College of Philadelphia and network representative, presented information of the possible aims of community outreach. The variety of means appropriate to particular aims was discussed.

• Public Relations

Emilie Mulholland of the News Bureau at Temple University presented information about the function of the office of public relations. She also led discussion on methods of informing the public about the program and activities.

• Public Speaking

Mary Ann Fitzpatrick of the Speech Department at Temple University presented brief guidelines about public speaking. Participants videotaped presentations to improve their style.

• Budget

Susan Burrows, budget analyst at Temple University, and Jean MacBryde Swenson, Director of CEW at Temple and representative to RCEWP, presented information about developing budgets and facilitated small group experiential learning during which CEW program budgets were constructed.

- Advanced Counseling techniques

  Linda Grennor of Delaware County Community College and Diane Nussbaum of Montgomery County Community College and both RCEWP representatives presented information based on their experiences in running groups. The presentations were on assertiveness training and changing self-defeating behaviors.

- Math Anxiety

  Bonnie Donady of the Math Clinic at Wesleyan University spoke about the necessity for women to improve their mathematical skills and of counseling and teaching changes which might encourage improvement.

- Family Counseling

  Sandy Kunz of Community College of Philadelphia and representative to RCEWP shared information about a system of family counseling. She and Helen Faust also presented information about area resources for referral for women with family problems.

- "Reaching Women: A How-To of Programming for Adult Women"

  An all-day conference for ninety educators in the Delaware Valley on September 30, 1976 began with a keynote address by Virginia B. Smith, Director of FIPSE, and included a series of practical workshops and panels on three topics: Funding, Counseling and Program Techniques, and Credit-for Life Experience. A separate report on this conference is available.

- "Women's Education: Learning and Doing"

  Margaret Talburtt of Formative Evaluation Research Associates presented preliminary findings on research of programs for women in women's studies, behavioral processes, and career internships. Her talk was sponsored jointly with the Coalition for the Education and Placement of Women and was attended by thrity-five educators in the Philadelphia area.

- Educational Options

  A panel of five representatives from colleges with programs for independent learning or credentializing of prior learning presented information to the members and over thirty-five guests.

- "Midlife Occupational Changes for Women and Men."

  The second conference organized by RCEWP within one year was held on May 16, 1977 and attended by over ninety educators. Featured were morning workshops on selected concerns and afternoon presentations of techniques for addressing midlife occupational change. A separate report on this conference is available.

- MAUT - Beysian Project. RCEWP has been selected as one of five educational brokering sites to participate in a two-year evaluation project, directed by Dr. Marcia Guttentag of Harvard University and sponsored by FIPSE. Using a new methodology and Beysian statistics, the evaluation includes participant determination of goals and decision about the measurement of goal attainment. It also includes a process for evaluating alternative strategies for reaching goals, which will assist RCEWP members in deciding effectiveness of specific actions.

- Planning and Evaluation Meetings

  In addition to the above seminars and conferences, we have had fifteen planning and sharing meetings, sometimes on the same day as one of the seminars described above. We also hold an annual two-day evaluation and planning conference. The informal information exchange and encouragement taking place at these meetings are one of the significant benefits cited by network members.

2. Services for Community and Students

For the most part, direct services to both community and students are delivered most effectively by staff at each institution. Within the first three years of operation, the network members have offered individual counseling to over 9,000 women and men and have seen hundreds in workshops or other series designed to help the adult become prepared for the future. Highlights of campus activities are described elsewhere.

The representatives to RCEWP have also joined forces to provide programs and information to the community at large. Among the joint activities are the following:

- "A Guide to Higher Education Resources in the Philadelphia Area for Women"

  Produced in cooperation with three other area organizations, this guide provides information on fifty-six undergraduate institutions in the Philadelphia area. The Guide includes a general description of each college and a section on Women's Services. Inclusion of a section on Women's Services has the effect of advocating institutions which provide more service than others.

- Women's Day on Campus

  This joint recruitment effort was held on March 11, 1975. Simultaneously, each campus hosted a program to ascertain women's educational needs and inform them of college programs and services. Over 500 people attended at one or another campus. Nonetheless, the program was not repeated for several reasons. Attendance at the urban institutions was proportionately lower. Coordination of five events on a single date was confusing. Radio, television and newspapers provide better ways to inform the public. Other programs more nearly meet adult needs for programs.

- "Women at Work"

  On Saturday, March 20, 1976 at Temple University Center City, 250 women attended workshops featuring women in twenty different careers and twelve counselors from the member institutions. Dr. Alva C. Cooper, Professor Emeritus of Hunter College, delivered the keynote address, "Choosing A Career". A separate report on this program is available.

  On Saturday, March 26, 1977 the second annual "Women at Work" was held at Community College of Philadelphia. Over 250 women preregistered for this conference although actual attendance was less due to a public transportation strike.

  Other area colleges which are not members of RCEWP have replicated all or part of the "Women at Work" program with our guidance.

- Traveling Panels

  Panels have been developed by the RCEWP coordinator for presentation at each campus, for students and community. In Spring 1975, four women in various careers shared their experiences in the program, "Women in Non-Traditional Careers". In Spring 1976, representatives from state and federal government spoke at each campus on the topic, "Employment in State and Federal Civil Service". The "road shows" have been very well received; sometimes, however, they seem to be less-than-efficient use of the speaker's time. Besides topics related to employment, topics of future interest include, "Gaining Credit for Work and Life Experiences" and "How to Be Wife, Mother and Student and Enjoy It".

- "Job Rights for Working Women"

  The RCEWP has cooperated with the Women's Bureau of the United States Department of Labor in a panel on increasing job options at both the 2nd November 22, 1975) and 3rd annual conference (January 29, 1976) on "Job Rights for Working Women," sponsored by the Philadelphia Commission on Human Relations.

- "Tell-A-Women"

  The coordinator of RCEWP edits a page on educational activities of interest to women in the Philadelphia area in Tell-A-Women, a monthy newsletter. The page is sponsored by the Coalition for the Education and Placement of Women. Tell-A-Woman has a mail circulation of 2,000 and a large free distribution.

In addition to the program activities for professional educators, students and community, RCEWP identified survey research on topics of matual concern, such as assessment of student needs and of causes of attrition. The first survey, in the summer of 1976, was a questionnaire returned by over 400 students targeting on assessing their needs. Experience with developing this questionnaire, handling the data, and developing an analysis indicate that the demands on staff time are too great to perform survey research at present. A report on the results of the questionnaire is available.

ACTIVITIES OF MEMBER INSTITUTIONS

The programs at Bucks County Community College, Delaware County Community College, Montgomery County Community College, Community College of Philadelphia and two of the campuses of Temple University have been very busy. Each office has created a program in response to the particular needs of its community and abilities of its institution. Each program shares a list of these activities in its annual report. For this report, each program has agreed to share some highlights of its activities during the past two and one half years. No claim is being made that these ideas are original nor that the representatives to RCEWP are solely responsible for their existence. Instead they are offered by each campus as examples of the activities that are happening today with the hope that others may find them useful.

1. Bucks County Community College

The office of Continuing Education for Mature Students, CEMS, (originally called Continuing Education for Women) was established at Bucks County Community College in 1974 under funding from the Temple grant with Susan Schuehler as part-time director. At the end of the second year the Board of Trustees approved the inclusion of the office as an integral part of the college with services expanded to include men as well as women. The office has expanded personnel and services rapidly. By December 1976 it had offered supportive services to 3,300 returning students in the following areas: pre-admissions counseling, peer support, orientations, study skills workshops and credit for life experience.

- "Thinking About College"

"Thinking About College" is a short term non-credit series stressing English, math and study skills. It was developed to meet the needs of adults considering returning to college. The well-received series is taught by the Basic Studies Department. A member of CEMS staff coordinates the program and meets with students. The series is offered day and evening and on and off campus to meet time constraints of adult learners.

- Secretarial brush-up course

Women off the labor market for extended periods and choosing to return to work may find that their skills are rusty and that there have been new machines introduced since their last employ. The administrative secretary of CEMS, after contacting temporary office help agencies and women seeking office employment, requested a special short-term course to meet these needs. Bucks County Community College now offers a two-week intensive course between the fall and spring semesters designed to give the student quick re-entry into employment.

- Credit for Life Learning Experience (CLLE)

Working with the Academic Dean, the CEMS office developed the program, Credit for Life Learning Experience. Through research and contact with national and regional development, the office developed the mechanism and materials for the program. Faculty and student manuals have been developed, and the CEMS office serves as the point of contact with the program for adults seeking credit for experience.

- "Project Second Chance"

Project Second Chance was a two-year federally-funded model project in adult basic education, awarded to CEMS in cooperation with the Bucks County Intermediate Unit. To encourage expansion of basic education services to adults, the program developed a county-wide ABE program network. It provided training to adult educators. The project also developed a toll-free telephone hot line of information about basic education resources in the county, which led to the development of The Learning Line.

- The Learning Line

One telephone extension in the CEMS office has been designated The Learning Line. This extension is intended for citizens of the county who are seeking information about any form of continuing education in the area. As an educational brokering service, The Learning Line matches the needs of the caller with appropriate programs and services.

- "When Your Parents Grow Old"

  The CEMS office assisted the office of Community Services in developing a conference "When Your Parents Grow Old," under funding from Title I. The conference was designed to assist adults making decisions about living arrangements, finances and recreational programs for their aging parents.

2. Community College of Philadelphia

The Office of Educational Services for Women was established with funds from the Fund for the Improvement of Postsecondary Education to Temple University. Helen Faust and Sandy Kunz were appointed co-coordinators in fall 1974. This coordination has proven fruitful. Ms. Faust, retired from the School District of Philadelphia (where she was Director of Pupil Guidance) shares not only her counseling expertise but also her considerable administration skills while Ms. Kunz, a counselor already on staff, provides knowledge of the institution, counseling skills and experience with the students. Together, they began many activities from which the following are selected.

- "A Guide to Day Care and Early Education Programs in Philadelphia"

  Recognizing the need for day care and realizing that space at Community College of Philadelphia would not permit even minimal facilities, Helen Faust produced "A Guide to Day Care..." This guide lists each licensed center in the city and is organized by zip code for efficient use.

- Newsletter

  ESW issues a monthly, double-sided, single-page newsletter packed with necessary information about the college and community for students. When space permits, longer articles, such as one on the first women president of a community college student government, appear. Initially, a direct mail to 1,500 adult women was tried with little response. Great response has been forthcoming, however, since the newsletter has been distributed at locations central to campus activity and in selected classes.

- "Welcome Hour"

  These have been well-received informal morning coffee hours held at the beginning of the semester. As students at a large urban commuter institution, women often do not choose or are not aware of campus services available to them. Both to inform them of the services of ESW and of the rest of the campus, ESW tried numerous approaches without great reception. Whether because of the informality, because of the clear sense of the title, because of two years' build-up of publicity or some other reason, the "Welcome Hour" has been well attended. It is publicized in flyers posted on campus and the newsletter. All morning, students can meet each other and the staff of ESW over coffee and doughnuts. No formal programs are presented, but upcoming programs and services are talked about and literature on campus services is available.

- Peer Counseling

  In January 1977, six adult students were selected for intensive training as peer counselors. These students determined a training agenda and shared with each other the results of their research on the institution and community. They now answer student questions and to refer the student to the variety of college services and others as required. In the first six months they have talked to approximately 200 students.

- Television Program

The office of ESW presented part of a series on life at the Community College of Philadelphia. A panel presented concerns of the adult woman student, and information was given about the ways the college helps women cope with their problems. Repeated showing of this program has brought a steady stream of inquiries.

3. Delaware County Community College

The "Opportunity/Adults" program was established in 1974 under the grant and has been coordinated since September 1976 by Sue Staas in the office of Career Services at DCCC. Recent activities have stressed encouraging other offices on campus to cooperate in developing appropriate responses to adults' needs. Faculty, pre-admission staff and fellow students have been encouraged to develop their own responses. A great variety of special programs have developed. Among other highlights of activities at DCCC are the following:

- Peer Counseling

DCCC has a program to train and pay students serving as peer counselors. Among the students selected for this training in fall of 1976 were three adults who now work with the "Opportunities/Adults" coordinator to provide individual attention to adults. These students learn about the campus and community in order to provide information; they develop special groups and panels of speakers of interest. The most important part of their function is the individual contact. Joan Ryan wrote in her report on her work,

> If a listener is all that is needed, perhaps we lighten the workload of those who would otherwise be approached. One who is in the same position (grade pressure, etc.) is easy to approach. And we're always available. How many times have I listened, perhaps with a bit of information or a nudge to the right source, in the hallways or cafeteria?

- Assertiveness Training

As an outgrowth of offering assertiveness training for students and the general public, an assertiveness training group for faculty was offered in the Spring of 1976.

- Career and Life Planning Workshops

Career and Life Planning workshops are offered by the Career Resources Center and the Opportunities/Adults programs to non-students for a fee and to adult students without charge. These workshops funnel many adults back to school. Workshops for students assist them in making decisions about majors, transfer and employment.

- Adult pre-planning

DCCC has scheduled large group meetings with all students after admission and before registration. "Opportunities/Adults" has encouraged the introduction of special pre-planning groups for adults in which they can identify their own needs and resources for meeting them as well as make initial contact with other adult students.

4. Montgomery County Community College

The CEW program was established with funding from the Fund for the Improvement of Postsecondary Education through Temple University in 1974 at MCCC by Diane Nussbaum. Her program has developed in the direction of personal growth non-credit workshops and classes under the name "Accent on Adults" within the Office of Continuing Education. As such it has served as a developmental site for expansion of services to new audiences.

- "Accent on Adults"

  Originally, a series on non-credit personal growth courses (such as assertiveness training, values clarification and management for women) was offered under the title "Accent on Women." MCCC was early to hear men saying that they too wanted these kinds of services, and thus the name change and an inclusion of men in the clientele.

- Assertiveness Training for New Populations

  Through the program at MCCC, assertiveness training has gone off-campus to a variety of populations. At a local scientific laboratory, it has been offered both to groups of secretaries and to one including members with a range of employment experiences from clerical to middle management. It has also been offered to retarded adults. The experiences have shown the applicability of assertiveness to coping with problems in work and living situations.

- Assertiveness Training in Classroom

  As part of a psychology course, assertiveness training was provided. This is perhaps the first time a student has gotten credit for learning assertiveness.

5. Temple University

There has been an office of Continuing Education for Women under the directorship of Jean MacBryde Swenson at Temple University since 1970. As the largest and one of the oldest CEW programs in the Philadelphia area, Temple CEW has been in the role of providing leadership and encouragement to many other CEW programs in the region. In 1974 it assumed a particular relationship with the community colleges through establishing RCEWP. CEW at Temple has two offices, one on main campus and one at Center City. While providing leadership, Temple has also learned from the network members.

- Explore-for-credit

  "Explore", a model system for life and career planning developed by Jean MacBryde Swenson, as been expanded to include more academic experiences and is now offered for academic credit in addition to its non-credit workshop format.

- Math Clinics

  Both the main and center city campus have introduced weekly non-credit workshops furing which the instructor focuses not only on providing needed information about math but also on alleviating the participant's anxiety about learning math.

- Group Leader Training

  Temple CEW began a leadership training program with 10 students in Fall 1976. Students first take a four-credit course, "Para-professional Skills Seminar," and become part of the student services network. The next semester they can take up to three credit-hours in a practicum. In addition to providing conferences with individuals, the group leaders coordinate other CEW programs such as the orientation, the series of brown bag lunches, organizaing a CEW advisory committee, and other useful activities.

- Assertiveness Training for Managerial Staff

  As part of in-service management development at to assist staff in becoming trainers, the director arranged for a professional counselor to offer a workshop in assertiveness behavior.

- Forums for Women

  Educational Services for Women, the CEW branch at Temple University Center City, in addition to individual counseling and referral, has developed a sizeable series of workshops, programs and non-credit courses responsive to the needs of adults in a convenient, busy urban environment. Among the workshops offered in the spring of 1977, highlights are "Second Careers", "Starting Your Own Business", and "Assertiveness Training for Men".

CONCLUSION

The Regional Continuing Education for Women Program has developed a program and a model which has had significant impact on individual adult learners, on each network member, and within and among Temple University and the community colleges of Bucks, Delaware, Philadelphia and Montgomery counties. This has been accomplished within a short period at nominal cost. We desire to multiply these effects, assist women and men more creatively as they continue their learning, foster further institutional change for adult learners, and encourage interinstitutional exchange and cooperation throughout the country.